

SOCIAL STUDIES

Forms 3 – 4 Syllabus (General and Option)



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Social Studies Programme for Forms 3 – 4 (General and Option Classes)

1. Rationale

This programme of studies or syllabus builds on the experiences already gained during the first two years of secondary education (Forms 1 and 2) to consolidate the skills and civic attitudes related with the student as a responsible citizen in a democratic society. Social Studies leads to a better understanding about social life and more efficiency in social engagement. Social awareness means a holistic understanding of all the social aspects related with human life – relationships between people and between humans and their environment, cultural diversity, the tendency how people behave, which can influence the direction of society towards a better future. Civic efficiency, on the other hand, is based on those skills, values and attitudes that engender in the individual the required motivation to actively participate in community life.

2. Objectives

The objectives of this syllabus are to:

1. provide correct and up-to-date knowledge on social events and processes which occur in contemporary society and are interesting for the students;
2. introduce, explain, and apply basic concepts of Social Studies;
3. develop in students observation, investigative and analytical skills;
4. generate in students a sense of participation in social life, respect towards the rights of others, and an appreciation of different cultures;
5. cultivate a critical knowledge on recent developments within a local, European and global context, and
6. help students to apply their knowledge in their personal life.



3. Strategies

Teachers should present their lessons in a stimulating and interesting way so that the students can understand better the concepts that are being explained to them. It is likewise essential that the work assigned to students will strike a balance between the different components, which are:

1. *Knowledge and Understanding*

During the Social Studies course students are trained to:

- Demonstrate knowledge and understanding on contemporary social issues, particularly where it concerns Maltese society within a Euro-Mediterranean and global perspective;
- Demonstrate their understanding on how different societies develop through the interaction between social institutions and human behaviour, and
- Demonstrate their understanding on concepts, ideas, and principles of Social Studies, and how these can be applied in their personal life.

2. *Skills*

During the Social Studies course students are trained to:

- Apply their knowledge in real life situations;
- Interpret written and/or graphical data, and
- Present a logical argument through the use of correct terminology.

3. *Values and Attitudes*

During the Social Studies course students are trained to:

- Demonstrate that they are aware about issues that concern gender inequality, as well as political, religious and racial discrimination;
- Demonstrate how different opinions and values affect our daily life in a multicultural society, and
- Show respect and solidarity towards the whole society.



4. Themes and topics

This syllabus presents a number of social themes. This wide range of themes (or issues) is intended for the General Classes as well as for those students who study Social Studies as an option subject, as indicated in the syllabus. The themes and topics presented in this syllabus serve as a preparation for the Secondary Education Certificate (SEC) examination at the end of Form 5, and are therefore related with the SEC Environmental Studies syllabus (in the case of General Classes) and the SEC Social Studies syllabus (in the case of Option Classes).

SOCIAL STUDIES

FORM 3 (GENERAL CLASSES)

THEMES: Social situations or issues that students are expected to discuss at this level:

Theme	Notes	Outcomes	Reference
1. The Citizen – Civic Values, Social Skills	<ul style="list-style-type: none"> • Definition of a citizen. • The process of socialisation: norms and civic values as a means of social cohesion. • The roles that every person has in the local, national and global society. • Balance between rights and obligations. • Social control through positive and negative sanctions. 	<p>Students will</p> <ul style="list-style-type: none"> • Understand what society is and what makes a person a citizen. • Distinguish between norms and values and apply theory in a practical context. • Explain what social cohesion is by giving examples from their everyday life. • Demonstrate how as members of a community they have various rights and obligations. • Distinguish between local, national, European and global identity by giving examples. • Explain what social control is and distinguish between positive and negative sanctions. 	SEC Environmental Studies Syllabus: Theme 1 – The World: Our Home (Human Society)
2. The Local Community	<ul style="list-style-type: none"> • Definition of local community. • People living within the community (children, youth, the elderly, persons with different needs). • Institutions within the community: the family, religious, educational, health, political, legal, cultural, sports, and leisure. 	<p>Students will</p> <ul style="list-style-type: none"> • Understand what a local community is. • Demonstrate that the community consists of different persons, and that these all have a crucial role in society. • Explain the role of different institutions within the local community and give concrete examples to demonstrate how these 	SEC Environmental Studies Syllabus: Theme 4 – Human Communities (The Local Community)

	<ul style="list-style-type: none"> The social relationships between these institutions or organisations and the individual. 	<p>are contributing to community development.</p> <ul style="list-style-type: none"> Apply the idea of community to real life situations to demonstrate how a person can personally benefit through his/her active contribution in these institutions. 	
3. Maltese Cultural Heritage	<ul style="list-style-type: none"> Culture as a people's way of life. Elements making up a people's cultural identity. Norms as a means of social cohesion in the Maltese society. Customs related to the way the Maltese celebrate religious and non-religious feast days, family celebrations, sport events. The role of values (respect, equality of opportunity, rights, responsibilities, accepting of differences) in the development of society. Multi-cultural elements within the Maltese culture. 	<p>Students will</p> <ul style="list-style-type: none"> Understand what culture is. Understand and explain the main elements upon which the cultural identity of a nation or a country is based. Explain how the norms of Maltese society contribute to social cohesion. Explain different examples of local traditions related with religion, culture, sports, and the family. Demonstrate through real life experiences the importance of mutual respect, equal opportunities and diversity. Explain and analyse how norms and values change through time. Explain what a multi-cultural society is and analyse how the Maltese culture is gradually becoming more multi-cultural. 	SEC Environmental Studies Syllabus: Theme 4 – Human Communities (Maltese Cultural Heritage)
4. Life-long Education	<ul style="list-style-type: none"> Education as a fundamental human right. Human resource development in Malta. Education as a means of human resource development. The importance of life-long education. Human resource management and its implications (institutions, social services, employment). 	<p>Students will</p> <ul style="list-style-type: none"> Demonstrate what education is and understand its importance as a fundamental human right. Understand the advantages of life-long education and its importance. Explain how education helps to improve the human resources of a country. 	SEC Environmental Studies Syllabus: Theme 2 – Management of Resources (Human Resources)

		<ul style="list-style-type: none"> Analyse how human resources in Malta developed during the last fifty years. Discuss how human resource management affects different institutions, social services, and employment. 	
5. Towards Global Education and Peace	<ul style="list-style-type: none"> Education that leads to global citizenship. The transformation of youths into global citizens. The role of schools and teachers to train students in global citizenship skills. Particular examples of good practice in schools: Ecoschools, Global Education Week, Young Reporters for the Environment, Comenius and e-Twinning projects. Malta's contribution to the peace process in Europe and the Mediterranean region since Independence. 	<p>Students will</p> <ul style="list-style-type: none"> Understand what global citizenship is and how relevant it is for youths in contemporary society. Apply theory into practice to explain how schools and educators are actively helping them to become global citizens. Explain the advantages that educational projects in schools and between schools have on youths to become global citizens. Explain and analyse events in which Malta contributed to the peace process in the Mediterranean and Europe, for example the 5+5 Summits and Malta's involvement in the Libyan conflict. 	SEC Environmental Studies Syllabus: Theme 1 – The World: Our Home (Human Society)

SOCIAL STUDIES

FORM 4 (GENERAL CLASSES)

THEMES: Social situations or issues that students are expected to discuss at this level:

Theme	Notes	Outcomes	Reference
1. The Maltese Lifestyle	<ul style="list-style-type: none"> The influence of the media, emigration and tourism on the Maltese lifestyle. Irregular immigration in Malta and its effect on the country. The development of a multicultural society. Comparison between the complexity of the present life style and the simplicity of the former life style. Leisure in Malta in the 19th century. Leisure activities: village festas, horse racing, ‘l-Imnarja’, agricultural fairs, Carnival, band clubs, wine shops and folk singing. Comparison between past and present forms of leisure activities. 	<p>Students will</p> <ul style="list-style-type: none"> Explain how mass media, emigration and tourism affect Maltese lifestyle. Explain what irregular immigration is, why this occurs, and its effects on a small country like Malta. Demonstrate what a multicultural society is by giving practical examples from everyday life. Distinguish between and analyse how contemporary lifestyle became more different and complex than it was in the past. Explain and discuss different types of leisure from local culture. 	SEC Environmental Studies Syllabus: Theme 5 – Work and Leisure (The Maltese Lifestyle)
2. The Four Sectors of the Economy	<ul style="list-style-type: none"> The development of the Maltese economy: from a fortress economy to a varied economy. The primary sector of the Maltese economy (agriculture, fishing, quarrying). The secondary sector of the Maltese economy (manufacture). The tertiary sector of the Maltese economy (services). 	<p>Students will</p> <ul style="list-style-type: none"> Demonstrate what economy means. Explain that prior to Malta’s Independence the country’s economy depended heavily on the British military. Analyse the main effects that the rundown of the British military services brought about, particularly unemployment and mass emigration. 	SEC Environmental Studies Syllabus: Theme 5 – Work and Leisure (The Four Sectors of the Economy)

	<ul style="list-style-type: none"> The quaternary sector of the Maltese economy (digital). 	<ul style="list-style-type: none"> Explain the main characteristics of the primary sector of Malta's economy and how this developed during the last 50 years. Explain the main characteristics of the secondary sector of Malta's economy and how this developed since Independence. Explain the main characteristics of the tertiary sector of the Malta's economy and how this developed in the last 50 years. Explain the main characteristics of the quaternary sector of the Maltese economy and analyse how this is developing in the context of a competitive global economy. 	
3. Work, Wealth and the Environment	<ul style="list-style-type: none"> Manufacturing industries (Inner City location): location of factories. Industrial Estates: The impact of industry on the environment. Exports and imports. Gross Domestic Product (GDP). Socio-economic development. Malta's economic relations with other countries. Tourism in Malta: benefits and its implications for economic and social life in Malta. Eco-tourism. A global perspective of tourism. Negative impacts of tourism on the environment. 	<p>Students will</p> <ul style="list-style-type: none"> Explain how the building of factories and industrial zones near urban areas affects not only settlement development and rural areas, but also our life. Distinguish between importation and exportation by giving examples from the local economy. Analyse why a country like Malta depends heavily on the importation of different products. Demonstrate what gross domestic product is. Show understanding about the commercial relationships which Malta has with various countries in the world, particularly the EU. Analyse the importance of tourism in Malta as well as the main advantages and 	SEC Environmental Studies Syllabus: Theme 5 – Work and Leisure (The Four Sectors of the Economy)

		<p>disadvantages of tourism.</p> <ul style="list-style-type: none"> • Explain and discuss the main effects that tourism has on Maltese society. • Explain what eco-tourism is and how this is being developed locally. 	
4. Social Implications of Work	<ul style="list-style-type: none"> • The social partners, workers' unions, workers' participation, workers' co-operatives, occupational health and safety. • Human resource management and work effectiveness. • How developments in the work environment has influenced society and people's life styles (development of new shopping centres, inequality of access, need of new skills). 	<p>Students will</p> <ul style="list-style-type: none"> • Explain who the social partners are and how these contribute for a better environment and more positive experiences at the place of work. • Explain the role and contribution of the trade unions and the main processes which these follow to reach an agreement between the employees and the employer. • Define what a cooperative is and explain how it functions. • Explain the significance of a safe environment at the place of work and how certain dangers can be avoided. • Explain the importance of adequate human resources to make work more effective. • Explain how the development of new environments affect the way the Maltese live in a consumerist society. • Analyse the main reasons why in contemporary society it is crucial for many workers to continue improving their skills through further training. 	SEC Environmental Studies Syllabus: Theme 5 – Work and Leisure (Social Implications of Work)
5. Politics	<ul style="list-style-type: none"> • Politics as a process of participation in civic life. • Political parties and democratic way of 	<p>Students will</p> <ul style="list-style-type: none"> • Demonstrate what politics is and distinguish between politics and political parties. 	SEC Environmental Studies Syllabus: Theme 6 – Managing

	<p>life for citizens.</p> <ul style="list-style-type: none"> • Politics as a system based on pressure groups, political parties, parliamentary system. • The role of political parties in society's development. • The role of local councils in local community development. • Interactions between the central government and local governments. 	<ul style="list-style-type: none"> • Define the terms democracy and democratic environment. • Apply political theory to real life situations to demonstrate how they, as youths, can actively participate in the politics of their country. • Analyse the role of political parties in a democratic society. • Explain the role and significance of pressure groups, by giving examples from local and international society. • Explain and demonstrate how political parties contribute to the development of a democratic society. • Discuss and analyse how the Maltese parliamentary system functions. • Distinguish between a local and a national government. • Explain how local councils in Malta have brought a radical change in the way Maltese politics is practised. • Explain the role of local councils in Malta and how these contribute to improve the quality of life in the local towns and villages. 	<p>a Nation (Politics)</p>
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FORM 3 (OPTION CLASSES)

THEMES: Social situations or issues that students are expected to discuss at this level:

Theme	Notes	Outcomes	Reference
1. The Individual as a Social Being	<ul style="list-style-type: none"> The person as a unique individual and the understanding of ‘self’. The person as a social being - no man is an island. The person as a member in the community. Social behaviour: interaction, relationships, conflicts independence and interdependence. The civil society. 	<p>Students will</p> <ul style="list-style-type: none"> Demonstrate what means being a unique person. Explain why people need to live in a community. Explain the role the person in the community. Explain what social interactions are and how different persons can build or threaten mutual relationships. Distinguish between independence and interdependence by giving examples. Explain what civil society is. 	SEC Social Studies Syllabus: Section 1 – The Individual and Society (The Individual as a Social Being)
2. The Local Community	<ul style="list-style-type: none"> Definition of community. People living within the community (children, youths, the elderly, persons with different needs). The role of these different members within the community and how these contribute towards community development. Changes that occurred in the local community since the Second World War. 	<p>Students will</p> <ul style="list-style-type: none"> Demonstrate that a community consists of different persons, and these all have an important role in the development of a community. Explain the role of different institutions within the local community and give concrete examples to demonstrate how they contribute towards community development, for example Local Councils. Apply sociological theory to real life situations to demonstrate how a person can develop through his/her active participation in these institutions. 	SEC Social Studies Syllabus: Section 1 – The Individual and Society (Socialisation)

		<ul style="list-style-type: none"> Understand that the community changes through time. 	
3. The Citizen – Civic Values and Social Skills	<ul style="list-style-type: none"> Definition of a citizen. What society expects from its citizens and what the citizen expects from society. The Universal Declaration of Fundamental Human Rights: balance between rights and duties. Norms and civic values as a means of social cohesion. Local, national, European and global identity. 	<p>Students will</p> <ul style="list-style-type: none"> Define what a citizen is. Explain what is expected from each citizen in the community in which h/she lives and what the citizen expects from society. Distinguish between norms and civic values and how these contribute to social cohesion. Distinguish between and explain what is local, national, European and global identity. 	SEC Social Studies Syllabus: Section 1 – The Individual and Society (The Individual as a Social Being)
4. Socialisation	<ul style="list-style-type: none"> Definition of socialisation. Types of socialisation: primary, secondary. Agents/units of socialisation: the family, religion, schools, peer group, mass media, and workplaces. Socialisation in modern society: social class, gender, age, and ethnic groups. Deviance, crime, social control and the use of sanctions. 	<p>Students will</p> <ul style="list-style-type: none"> Understand and explain what socialisation is. Apply theory to real life situations to distinguish between primary and secondary socialisation. Explain the significance and role of the agents of socialisation. Explain sociological terms like: social class, gender and ethnic groups. Apply sociological theory into real life experiences or examples from contemporary society to demonstrate that they have understood what a deviant person is. Analyse the causes leading to criminality. Explain what social control is and how this is maintained through positive and negative sanctions. 	SEC Social Studies Syllabus: Section 1 – The Individual and Society (Socialisation)
5. Groups	<ul style="list-style-type: none"> Definition of a group. Different types of groups and their 	<p>The students will</p> <ul style="list-style-type: none"> Define what a group is by giving examples. 	SEC Social Studies Syllabus: Section 1 –

	<ul style="list-style-type: none"> roles (peer groups, interest groups, ethnic groups). • Development of a group. • Roles and conflicts within groups. • Conformity and non-conformity. 	<ul style="list-style-type: none"> • Explain the main processes which lead to the formation and development of groups. • Explain the importance of different roles in a group and how conflicts between members can lead to enhance group dynamics. • Distinguish between conformity and non-conformity. 	The Individual and Society (Groups)
6. Cultures and Identities	<ul style="list-style-type: none"> • Definition of culture. • The main elements that make up a culture. • Examples of cultural diversity (in the family, in the community and in the wider society). • Sub-cultures. • Culture change. • Continuity versus change in culture - traditional and modern. 	<p>Students will</p> <ul style="list-style-type: none"> • Define culture and explain its main components. • Explain the advantages of cultural diversity in different environments. • Define subcultures and explain how they develop and affect not only their own members, but also the dominant culture. • Analyse the main factors that contribute to culture change. • Distinguish between traditional and modern culture and give different examples to demonstrate how these change through time. 	SEC Social Studies Syllabus: Section 1 – The Individual and Society (Culture and Identities)
7. The Family	<ul style="list-style-type: none"> • Types of families (traditional, symmetrical, patriarchal, matriarchal). • Roles, responsibilities and rights of family members. • Functions of the family (social, educational, economic, sexual, reproductive, and psychological). • Forms of families (nuclear, extended, modified extended, lone parent, gay and lesbian, step family, cohabitation). 	<p>Students will</p> <ul style="list-style-type: none"> • Distinguish between different types of families. • Explain and discuss the roles, responsibilities and rights of the family members. • Analyse the functions of the family. • Apply sociological theory to explain and discuss different forms of families. • Distinguish between monogamy, polygamy, polyandry and same-sex marriages. • Analyse the main factors that contribute to change in the contemporary family. • Explain the main changes that the Family Law 	SEC Social Studies Syllabus: Section 2 – Social Institutions (Family)

	<ul style="list-style-type: none"> • Types of marriage (monogamy, polygamy, polyandry, same-sex). • The changing family and family-friendly measures. • Family Law (1993) - (equality between partners, parental consensus, shared decision-making). • The National Family Commission. 	<p>of 1993 brought about.</p> <ul style="list-style-type: none"> • Explain the role of the National Family Commission. 	
8. Education	<ul style="list-style-type: none"> • Education as a basic human right. • Difference between education and learning. • State and non-State education. • Formal, non-formal and informal education. • The National Curriculum and the hidden curriculum. • Systems of formal education (preschool, primary, secondary, higher, adult, vocational). • Inclusive education. • Lifelong learning. • Student mobility and opportunities to study abroad. • Definition of education for global citizenship and how youths can be educated to become global citizens. 	<p>Students will</p> <ul style="list-style-type: none"> • Explain why education is a basic human right. • Distinguish between education and learning. • Describe and explain which institutions in the country provide educational services. • Distinguish between formal, informal and nonformal education by giving examples from Maltese society. • Define national curriculum and distinguish between national and hidden curriculum. • Explain different levels or types of formal education. • Explain the advantages of inclusive education in schools. • Define life-long education and explain why in a competitive society it is crucial to remain up-to-date with current knowledge and skills. • Provide concrete examples how youths can benefit from educational programmes abroad. • Understand what global citizenship is and to what degree it is relevant for the youths of contemporary society. 	SEC Social Studies Syllabus: Section 1 – The Individual and Society (Education)

FORM 4 (OPTION CLASSES)

THEMES: Social situations or issues that students are expected to discuss at this level:

Theme	Notes	Outcomes	Reference
1. Youths in a Changing Society	<ul style="list-style-type: none"> • Definition of youth; adolescence as age of transition from childhood to adulthood; physical and psychological development in youths; quest for identity. • Role of youths in society: the dilemma faced by youth in maintaining social stability while acting as catalysts of social change. • Youth and subcultures. • Challenges faced by youths in a highly competitive society (in studying and employment). • Social problems faced by youths (substance abuse, teenage pregnancies, attitudes to sexuality, sexually transmitted diseases, deviance and delinquency). • Youth rehabilitation programmes. • Youth opportunities: educational opportunities in Malta and abroad; EU educational programmes (<i>Comenius, Youth in Action Programme; Lifelong Learning Programme</i>); student exchange programmes. 	<p>The students will</p> <ul style="list-style-type: none"> • Discuss youth as a period of physical and psychological development that helps them to discover their own identity. • Discuss the role that youths have in society and how these behave and react in subculture. • Apply theory to real life situations to discuss the challenges, problems and opportunities that youths have in contemporary society. • Explain how youths enjoy their leisure time. • Demonstrate how mass media and consumerism influence the younger generation. • Explain and discuss the contribution that youths can give through their active participation in the community. 	SEC Social Studies Syllabus: Section 3 – Social Issues (Youths in a Changing Society)

	<ul style="list-style-type: none"> • Youth and leisure: how youths enjoy their leisure time especially during weekends. • The influence of mass media and consumerism on youths. • Youth participation in local and national organisations (Student councils, youth movements, National Youth Council). 		
2. Health	<ul style="list-style-type: none"> • Definition of health. • A holistic concept of health as referred to in the WHO definition. • The four determinants of health according to the WHO (the social and economic environment, the physical environment, lifestyle, and individual's characteristics and behaviours). • Sustaining a healthy lifestyle (social activity, hygiene, stress management, health care, healthy diet, sports, and regular physical exercise). • Social causes of illness (health as affected by social conditions, poverty, nutritional deficiencies, stress and lack of safety at work, overcrowded or poorly maintained housing, environmental pollution, and sanitation). • The healthcare system and health services in Malta: State and private 	<p>Students will</p> <ul style="list-style-type: none"> • Define what a healthy person means. • Explain the main factors to the well-being of a person or a community of people. • Discuss how a person can maintain a healthy lifestyle. • Analyse the main factors that lead to illness. • Explain how the State in Malta, the local Church and private organisations provide different health services within the community. • Discuss the role that national and international organisations in the promotion of health. 	<p>SEC Social Studies Syllabus: Section 2 – Social Institutions (Health)</p>

	<p>hospitals; polyclinics and private clinics; homes for the elderly (State, Church and private); community day centres; specialised hospitals in Malta.</p> <ul style="list-style-type: none"> • Local health organisations (e.g. Foundation for Health Services, SEDQA, APPOGG, CARITAS, MMDNA). • International health organisations (WHO, Red Cross, and Doctors without Borders). 		
<p>3. Welfare and Social Exclusion</p>	<ul style="list-style-type: none"> • Definition of welfare; welfare as a means of social protection. • Welfare state and welfare society. • Forms of welfare: monetary payments; vouchers; subsidies; health services and housing; welfare schemes funded by governments, the Church, and non-government organizations; public-private initiatives. • Different forms of poverty: relative, absolute, material and social; effects of poverty on society. • Indicators of poverty: levels of education, healthcare, employment, income, environment and housing; food provision; living at the risk of poverty. 	<p>Students will</p> <p>Define welfare as a means of social protection.</p> <ul style="list-style-type: none"> • Distinguish between welfare state and welfare society and give examples from contemporary society. • Analyse different forms of welfare funded by the State, the Church and private institutions. • Explain and analyse different forms of poverty and what causes poverty within the community. • Explain and analyse different forms of social exclusion. 	<p>SEC Social Studies Syllabus: Section 3 – Social Issues (Welfare and Social Exclusion)</p>

	<ul style="list-style-type: none"> Forms of social exclusion: age, class, gender, race and belief systems, digital divide; links between social exclusion, crime, and poverty. 		
4. Social Stratification and Differentiation	<ul style="list-style-type: none"> Definition of social stratification and differentiation. Types of social stratification (caste, apartheid, feudal, social class). The social class structure (upper, middle, lower). Karl Marx and Max Weber on social stratification. Gender, ethnic, religious, and regional differences as sources of differentiation; conflicts that may arise from such differences. Social differentiation and life chances. Social mobility (vertical and horizontal). Factors leading to social mobility (occupation, education, social background, marriage). 	<p>Students will</p> <ul style="list-style-type: none"> Distinguish between social stratification and differentiation. Explain different types of social stratification. Explain and analyse the social class structure. Explain the theories of Karl Marx and Max Weber on social stratification. Explain different types of social differentiation and how these can lead to various conflicts. Explain what social mobility is and the different factors that lead a person to enjoy a better or a poorer lifestyle. 	SEC Social Studies Syllabus: Section 1 – The Individual and Society (Social Stratification and Differentiation)
5. Economy, Work and Leisure	<ul style="list-style-type: none"> Definition of economy, work and leisure. Work ethics. Division of labour and social implications of work (social status, financial independence, social interaction, a sense of identity, and 	<p>Students will</p> <ul style="list-style-type: none"> Define economy and distinguish between work and leisure. Explain what work ethics is. Explain division of work and the effects of work on the individual. Analyse the processes that have led to the 	SEC Social Studies Syllabus: Section 2 – Social Institutions (Economy, Work and Leisure)

	<p>contribution to the economy).</p> <ul style="list-style-type: none"> • The transformation of work: pre-industrial, industrial, and technological. • Work and gender, disability, minority/ethnic groups, and age. • Distribution of occupations according to skill, economic function, or social status. • The employment structure (primary, secondary, tertiary, quaternary sectors). • Economic systems (free market, centralised, and mixed economies). • Malta's economy - a mixed economy based largely on the tertiary sector. • Job mobility and career progression; the role of the Employment and Training Corporation in Malta. • Unemployment (causes and effects) and poverty; underemployment. • Industrial relations (social partners, trade unions, collective bargaining/agreements) industrial conflict; the role of the International Labour Organisation. • The role of cooperatives and Small and Medium-sized enterprises. 	<p>transformation of work.</p> <ul style="list-style-type: none"> • Apply sociological theory to real life situations to explain how the world of work affects different social groups. • Explain and analyse the four sectors of the Maltese economy. • Distinguish between different economic systems by giving examples. • Define job mobility and explain its causes and effects on the individual person. • Analyse the causes and effects of unemployment. • Explain what industrial relations are and how these lead to better working conditions. • Explain and discuss the role of cooperatives and small and medium-sized enterprises. • Apply sociological theory to real life situations to demonstrate how they can actively contribute to society through voluntary work. • Discuss the importance of occupational health and safety. • Explain the significance of leisure time and how the Maltese usually use this time for different activities. 	
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	<ul style="list-style-type: none"> • Voluntary work. • Occupational health and safety. • Changing leisure patterns. • Different leisure patterns in Malta according to the type of work, working conditions, time, and income. 		
6. Politics	<ul style="list-style-type: none"> • Defining key terms: politics, power, authority, government and the State. • Citizenship: equality, freedom, and the rule of law. • Civic rights and obligations. • Centralisation and decentralisation of government. • Political ideologies (democracy, dictatorship, totalitarianism, monarchies). • Characteristics of democracy - separation of powers, pluralism, freedom of religion, freedom of expression, association and movement, representation, transparency and accountability. • Malta's system of government: parliamentary democracy - the role of the Parliament; the functions and role of the President of the Republic; the role of the Judiciary; the legislative, executive and judicial powers of the State; main 	<p>Students will</p> <ul style="list-style-type: none"> • Define politics and explain the difference between politics, power, authority, State and government. • Explain what citizenship is and the rights and obligations this brings with it. • Distinguish between centralisation and decentralisation. • Discuss different political ideologies. • Explain the main characteristics of democracy. • Explain how the Maltese system of government functions. • Analyse the legislative, executive and judicial powers of the Maltese State. • Discuss the role that political parties have in a democratic society. • Demonstrate awareness on the political development which occurred in Malta since the Second World War as well as on the Constitution of Malta. • Explain the role and functions of the local governments in Malta and analyse how these brought a crucial change in the 	SEC Social Studies Syllabus: Section 2 – Social Institutions (Politics)

	<p>characteristics of the Constitution; the Cabinet; the importance and role of the Opposition.</p> <ul style="list-style-type: none"> • The role of political parties in Malta. • Historical milestones in Maltese political history since the Second World War: Independence (1964), the Republic (1974), Malta no longer a British base (1979), and Malta's membership in the European Union (2004). • Local governments as an example of decentralization of power: the role and function of local councils in Malta; how they are elected; projects and initiatives taken by local councils. • Malta's representation at supranational levels (the EU; Schengen Agreement, 2007; Member of the Euro Zone, 2008) and international levels (the Commonwealth; the United Nations). • Malta's representation in the European Parliament. 	<p>Maltese political system.</p> <ul style="list-style-type: none"> • Explain Malta's role and its political and economic contribution at international and supranational level. 	
<p>7. Mass Media and Communications</p>	<ul style="list-style-type: none"> • Definition of mass media and communication. • Different forms and characteristics of mass media: newspapers, radio, fixed and mobile telephone, 	<p>Students will</p> <ul style="list-style-type: none"> • Define mass media. • Explain different forms of mass media and their influence on our daily life. • Explain and analyse the purposes of mass 	<p>SEC Social Studies Syllabus: Section 1 – The Individual and Society (Mass Media and Communications)</p>

	<p>satellite and cable television; cinema, the internet and social networking; blogs; podcasts; electronic mail, electronic publications and e-shopping.</p> <ul style="list-style-type: none"> • Purposes of mass media (socialisation, social control, education, advocacy, entertainment, information to the public). • The role of journalism in modern society (delivering information about social, political and economic issues). • The role of the media in globalisation, and single ownership of mass media (media moguls, for example Rupert Murdoch, Donald Trump). • Pluralism of the media and its implications on society. • Media influence and its effects (for example, positive role models, media stereotyping and violence). 	<p>media.</p> <ul style="list-style-type: none"> • Explain the importance of journalism. • Analyse the role that media has in a globalised society. • Understand what pluralism of the media is and explain its influence on society. 	
<p>8. Religion</p>	<ul style="list-style-type: none"> • Definition of religion. • Functions of religion. • Main world religions: Christianity, Islam, Buddhism, Hinduism, Judaism. • Types of religious organizations: churches, sects, new religious movements, denominations and 	<p>Students will</p> <ul style="list-style-type: none"> • Define religion and explain its main functions. • Explain the most important characteristics of the main world religions. • Discuss different types of religious organisations. • Analyse how secularisation brought about 	<p>SEC Social Studies Syllabus: Section 2 – Social Institutions (Religion)</p>

	<p>cults.</p> <ul style="list-style-type: none">• Secularisation and social change.• Religious freedom and tolerance.	<p>a radical social change.</p> <ul style="list-style-type: none">• Explain religious freedom and tolerance by giving examples from contemporary society.	
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5. Methodology

Each topic has to be developed in detail and presented in a way to help students understand it better. For this reason, this procedure can be followed:

1. Presentation of the topic.
2. Explanation of the topic, with particular emphasis on social implications, sociological concepts and social processes.
3. Examples of **Information, Skills** and **Attitudes** related to the topic, which students are expected to know at this level of secondary education. During lessons teachers need to ensure that they cover all three objectives (**Knowledge, Skills** and **Attitudes**) when focussing on a particular topic.
4. Periodically and on a regular basis, a proper evaluation will be carried out to determine whether the content is still relevant for the students and improve the pedagogy where necessary.

6. The Use of Resources and ICT

The teaching of Social Studies becomes more interesting and relevant for students when the teacher makes use of different teaching resources. These include:

1. Visual resources, for example pictures, cartoons, and video-clips which focus on a particular topic;
2. Power-point presentations which can be prepared by teachers or even by students;
3. Sources from newspapers, magazines, and relevant books (local and/or foreign), and
4. Local and foreign websites.

The internet and computer technology is the world of the present-day student. Therefore, the interactive whiteboard and the internet in class are considered as crucial in the teaching and learning of Social Studies.

7. Assessment Objectives

Assessment is intended to test the student's level to:

1. Express him/herself creatively facts related to Maltese society in a Euro-Mediterranean and international context;
2. Analyse and interpret information and statistical data presented to them from different sources;
3. Use the correct terminology which applies for Social Studies;
4. Apply sociological theory and the relevant skills in a practical way to their personal life, and
5. Demonstrate that they are up-to-date with current issues at local and international level.



The assessment of Social Studies can be:

1. **Summative:** students carry out different types of exercises like homework, tests and examinations to measure the level of success which they would have acquired in a particular part of this programme. This type of assessment indicates where the student can improve his/her knowledge, skills, and attitudes. Circular CMeLD 136/2012 issued by the Curriculum Management and eLearning Department on 18 September 2012 explains how the Social Studies annual examination papers are set.

The homework that teachers assign to students should be:

1. regular and relevant to what they are learning in class;
 2. varied as much as possible (compositions, source questions, objective questions, etc);
 3. differentiated according to their different skills;
 4. relevant to the teacher's Scheme of Work and integral to the teaching of the subject, and
 5. an opportunity to provide students with a positive and formative support, whilst guiding them to improve their knowledge, skills, and attitudes.
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2. **Formative:** students carry out different exercises and activities that help them grow and develop both socially and psychologically. Social Studies is a course about society, therefore the teacher should encourage activities that involve the students' active participation. One can mention role plays, group work, pair work, and presentations by students for students. Such activities can be carried out not only in the classroom, but also during school assemblies, religious and/or ecumenical functions, school concerts, and activities within the school premises and outside. Formative assessment helps students to organise themselves properly, work in groups, tolerate each other's opinion, be decision-makers, communicate with others, and be also self-reflective. Additionally, this type of assessment helps students in becoming active citizens in their own society.

Another important aspect of formative assessment includes the educational activities that usually take place outside the school. Educational visits to relevant institutions, for example the Courts of Justice, the House of Representatives, and the Office of the Prime Minister, amongst others, provide students with a unique experience to learn how the main institutions of the country function in a democratic society. Besides, the students' active participation in inter-school projects is certainly to be encouraged.

8. Important References

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9. Additional Reading

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